

Missouri Department of Elementary and Secondary Education

Title II.D Education Technology Program Administrative Manual



"Making a Positive Difference Through Education and Service"
Dr. D. Kent King, Commissioner

July 2004

Missouri Department of Elementary and Secondary Education

Title II.D Program Administrative Manual

Instructional Technology

PO Box 480

Jefferson City, MO 65102-0480

Phone: 573-751-8247

Fax: 573-522-1134

<http://dese.mo.gov/divimprove/instrtech/>

The Title II.D Enhancing Education through Technology (Ed Tech) Program was signed into law with the No Child Left Behind Act of 2001 (P.L.107-110). The legislation, which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA), establishes the Ed Tech Program that consolidates the Technology Literacy Challenge Fund (TLCF) Program and the Technology Innovative Challenge Grant (TIC) Program into a single state formula grant program (ESEA Title I, Part D, Subpart 1).

The primary goal of the Ed Tech program is to improve student achievement through the use of technology in schools. It is designed to ensure that every student is technology literate by the end of the 8th grade, and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.

The Title II.D Program provides one formula grant and one competitive grant. In keeping with Missouri's consolidated application, the formula grant program is administered by the Department of Elementary and Secondary Education's Federal Grants Management (FGM) section and the competitive grant program is administered by the Department's Instructional Technology (IT) section.

The Department's Consolidated Federal Programs Administrative Manual provides application and program information for the federal title programs consolidated under the Department's online federal grants application (all the formula grants). For more information about those federal programs, see <http://dese.mo.gov/divimprove/fedprog/> or contact the Federal Grants Management section at 573-751-3468.

This document supplements the Consolidated Manual with details on the Department's Title II.D competitive program. Included in this manual are program guidelines, application forms and procedures, scoring criteria, and program implementation rules.

In Missouri, the competitive Title II.D funds are used to expand the state's eMINTS program into new districts across the state. The *enhancing Missouri's Instructional Networked Teaching Strategies* program supports Missouri educators as they integrate multimedia technology into inquiry-based, student-centered, interdisciplinary, collaborative teaching practices that result in higher levels of student performance. eMINTS began as a demonstration project in 1997 and is now a large scale program involving more than 16,000 students in classrooms across Missouri. Extensive research has been conducted throughout the life of the program by an evaluation team based at Missouri's Office of Social and Economic Data Analysis. A wealth of information about this project is available at emints.more.net and the full set of research reports is available at emints.more.net/evaluation/.

For more information on the Title II.D ed Tech Program's competitive program in Missouri, see <http://dese.mo.gov/divimprove/instrtech/> or contact the Instructional Technology section at 573-751-8247

Table of Contents

Introduction	3
Table of Contents	5
General Program Guidelines	7
<u>Program Overview</u>	7
Formula Grant Program	7
Competitive Grant Program	8
Competitive Title II.D eMINTS Program Information	9
<u>Program Guidelines</u>	9
Funding	9
Funding Period	9
Type of Grants	9
New District – Year 1	9
New District – Year 2	9
Established District – Year 1	9
Established District – Year 2	10
Distribution of State Funds	10
Grant Awards	10
District Match	10
Eligible Applicants	10
Application Requirements	10
<u>Application Procedures</u>	11
Application Deadline	11
Application Components	11
Writing the Narrative	11
Allowable Costs	17
Completing the Budget Grid	17
Assurances and Submission Process	17
Application Forms	17
<u>Application Review and Selection Process</u>	25
Review and Approval Process	25
Review Criteria	25
Narrative Evaluation Criteria	25
High-Need Scoring Criteria - Economic	29
High-Need Scoring Criteria - Technology	30
High-Need Scoring Criteria – Educational	30
<u>Grant Management</u>	31
Authorized Representative	31
Revenue Code and Payment Schedule	31
Expenditures	31
District Match	31
Allowable and Unallowable Expenses	31
Inventory Control	31
Audits	32
Amendments	32
Final Expenditure Reports	32
Required Refund	33
Copyright or Product Development Guidelines	33

General Program Guidelines

PROGRAM OVERVIEW

The Title II.D Enhancing Education through Technology (Ed Tech) Program was signed into law with the No Child Left Behind Act of 2001 (P.L.107-110). The legislation, which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA), establishes the Enhancing Education Through Technology (Ed Tech) Program. This consolidates the Technology Literacy Challenge Fund (TLCF) Program and the Technology Innovative Challenge Grant (TIC) Program into a single state formula grant program (ESEA Title I, Part D, Subpart 1).

The primary goal of the Ed Tech program is to improve student achievement through the use of technology in schools. It is designed to ensure that every student is technology literate by the end of the 8th grade, and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.

The Title II.D Ed Tech Program is administered by the Department of Elementary and Secondary Education and provides one formula grant and one competitive grant. The formula grant program is administered by the Department's Federal Grants Management (FGM) section. The competitive grant program is administered by the Department's Instructional Technology (IT) section.

Formula Grant Program

Districts are eligible to receive a Title II.D formula grant to:

- Implement and support effective uses of technology to improve student academic achievement;
- Increase access to technology through the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective technology infrastructure;
- Enhance ongoing professional development of teachers, principals, and administrators and their access to training, and updated research in teaching and learning through electronic means, and
- Support local efforts to use technology in promoting parent and family involvement in education and communication among students, parents, teachers, principals, and administrators.

Districts receive allocations based on US Census poverty data. Districts are required to spend 25 percent of the grant funds on technology professional development. No match is required. See the Federal Grants Management website <http://dese.mo.gov/divimprove/fedprog/> for the application.

Competitive eMINTS Grant Program

The federal No Child Left Behind program requires competitive grants to fund projects that include scientifically based instructional methods that result in high academic achievement, as well as targeting "high-need" local educational agencies. A high-need LEA:

- is among districts in the state with the highest numbers or percentages of children from families with incomes below the poverty line, and
- serves one or more schools identified for improvement or corrective action under ESEA - OR- has a substantial need for assistance in acquiring and using technology.

The competitive Title II.D funds are used to expand the eMINTS program into new districts across the state. The eMINTS program provides professional development and support for teachers as they learn to integrate technology into their teaching to deliver their district's curriculum. Teachers are asked to reconstruct the way they teach so their practices become increasingly inquiry-based

and centered around student needs, involve more than one discipline or subject area, and teach students to work in collaborative ways. The eMINTS program has shown to be effective in assisting students improve their performance. Statewide evaluation of Missouri Assessment Program (MAP) results determine that eMINTS has a positive impact on student achievement. The evaluation compared the performance of eMINTS students with like students in the same districts and with overall statewide averages. For more information, visit <http://emints.org/evaluation/index.shtml>.

Competitive Title II.D eMINTS Program Information

PROGRAM GUIDELINES

Funding

The General Assembly makes an annual appropriation for the Technology Grants Program. The level of funding for the Title II.D eMINTS program is based on federal appropriations estimates. Annually, the Department advises districts of the amount appropriated for the Title II.D eMINTS Program and purposes for which grants may be awarded.

Funding Period

The fiscal year is July 1 to June 30. The funding period for competitive grants begins the date the grant is approved by the Department but not earlier than July 1.

Projects are funded for one year. A second year of non-competitive funding is available if adequate progress is shown. Applications, including budget explanations, are required for each year of the grant. Funds must be expended during the approved fiscal year and may not be expended or obligated prior to approval.

Type of Grants

New District – Approximately eighty percent of the competitive Title II.D funding is earmarked for districts new to the eMINTS Professional Development Program. The purpose of a New grant is to provide professional development and support for two or more teachers (located in a single building, grades 3 – 6) as they learn to use advanced multimedia technologies to transform their teaching styles. Teachers learn to incorporate inquiry-based teaching strategies that help students to think critically and incorporate group problem-solving techniques that help students have confidence in the knowledge they construct as active learners.

- Year 1 – Funding for the first year of the eMINTS program supports the over 100 hours of teacher professional development and transforms the teachers' classrooms into technology-rich instructional environment that promotes individualized discovery and collaborative investigation as well as technological fluency.
- Year 2 – The second year of funding ensures that recipient districts have the resources necessary to complete the eMINTS professional development. Funding for Year 2 is contingent upon successful implementation of first-year activities. Year 2 funds may be used, as funding allows, to enroll one or more new teachers in the program and/or enroll one or more district staff in the professional development education technology specialists (PD4ETS) program. In the PD4ETS, district staff learn how to provide the eMINTS professional development in-district, rather than the district having to send additional teachers through the eMINTS Center. [Note: Districts that add staff during the second year of the grant understand they will be responsible for supporting the staff at the end of the grant period. Districts may apply for an Established district grant to support these costs.]

Established District – Approximately twenty percent of the competitive Title II.D funding is set aside for districts already established in the eMINTS Program to expand the program throughout one or more buildings. An established district is defined as a district with at least one teacher who has completed at least one year of the two-year eMINTS Program

- Year 1 – Funding may be used to enroll one or more teachers in the eMINTS professional development program and/or enroll one or more district staff in the PD4ETS program. Funding may be used to support costs of teachers and/or education technology specialists completing the second year of their professional development program.

- Year 2 – The second year of funding continues to support the professional development of the teachers and/or the education technology specialists. Year 2 funds may also be used, as funding allows, to enroll new participants in eMINTS.

Distribution of State Funds

Competition is statewide. Funds will be distributed throughout the state dependent upon the availability of professional development slots in the eMINTS program. Note that the availability of professional development slots fluctuates as professional development classes graduate from the two-year program. Districts are urged to check with Instructional Technology staff concerning availability each year. Title II.D competitive grant funds will be distributed to both new and established eMINTS districts. Approximately 80 percent of the funds will be used to support districts new to the eMINTS program and 20 percent to award grants to established eMINTS districts. An established district is defined as a district with at least one teacher who has completed at least one year of the two-year eMINTS Program.

Grant Awards

New Districts – The program awards two-year grants, with maximum request amounts of up to \$100,000 the first year and \$50,000 the second year, sufficient to fulfill program commitments and costs. All first-year grants are competitive. The awarding of the second-year grant, while not competitive, is contingent upon the district making adequate progress during the first year of funding.

Established Districts – The program awards two-year grants, with maximum request amounts of up to \$50,000 for year one and \$10,000 for year two, sufficient enough to expand the existing program into at least one additional classroom and/or participate in the professional development program for education technology specialists. All first-year grants are competitive. The awarding of the second-year grant, while not competitive, is contingent upon the district making adequate progress during the first year of funding.

District Match

No local match is required for Title II.D competitive grants.

Eligible Applicants

Only eligible districts may apply for a competitive Title II.D grant. An eligible district can submit only one application. Listings of eligible districts are posted on the Instructional Technology website at <http://dese.mo.gov/divimprove/instrtech/federalfunded/TitleIID/index.htm>. A Missouri public school district that meets the following criteria is eligible to submit an application. An eligible district:

- ranks in the top half of the rankings for high numbers and/or percentages of children from families with incomes below the poverty level.

Application Requirements

Applications must:

- show a financial and personnel commitment to the intensive eMINTS professional development program
- show a commitment to make the appropriate resources available for the teachers and students
- show a commitment to follow the established rules and timelines of the program (and not include software or hardware outside the scope of the eMINTS program)
- utilize 25 percent of requested funds to address staff professional development in technology

APPLICATION PROCEDURES

Application Deadline

Applications are due March 31. An application with original signatures must be submitted along with two copies of the application. Applications must be postmarked no later than March 31 or, if hand-delivered, received in the Instructional Technology section office by 4:00 p.m. on March 31.

Application Components

- 1. Application** (complete forms provided)
 - District information
 - Project information
 - Check grant type: New district or Established district. Enter number of teachers involved, by year of professional development
 - School building Information
 - Provide contact information
 - Assurances and signatures of the authorized representative, building principal, technical contact person, and grant-funded teachers
 - Note the Assurances reference specific activities and dates that are non-negotiable. Districts are advised to read this section carefully and completely.
 - Participant information
- 2. Narrative** (some forms provided, the rest should be developed on a word processor)
 - Building Participation in School-Wide Renewal Programs (form provided)
 - eMINTS role in District and Building Technology and CSIP Plans
 - Plans for eMINTS Support and Expansion
 - Educational Need for eMINTS Program
 - Commitment of Project Implementers
 - Proposed eMINTS Budget Explanation (form provided)
- 3. Budget Grid** (complete form provided)
 - Project information
 - Proposed budget grid (professional development must be documented in the row labeled Professional Development)

Writing The Narrative

The Narrative sections should be developed on a word processor following the approved format. Narratives must:

- be single spaced with black or [dark] blue print on white paper
- not exceed 12 pages, including the cover page and budget grid (not including commitment letters)
- use Arial 11
- have left/right margins no less than one inch
- have top/bottom margins no less than ½ inch
- begin each section with the provided narrative header
- include page footer with the name of the district, the grant program, and the page number (e.g., Maple Brook R-IV, eMINTS, page 8)
- be printed on 8 ½ x 11 white paper
- be stapled in the upper left corner (no covers or bindings)

1. Building Participation In School-Wide Renewal Programs

Required Information

Describe the renewal programs in which the school building has been involved and to what degree.

- Year 1 Applications: Indicate length of time the building has been implementing each program, as well as their major activities, noted outcomes, and compatibility with the eMINTS instructional model.
- Established applications: Describe how eMINTS implementation efforts have been aligned with other school-wide programs in effect in the building since participation in the eMINTS Program was begun.
- Year 2 applications: Provide update of current school-wide programs and description of any new program implemented during the year.

Evaluation Criteria

The school building has participated in school-wide programs that promote academic achievement for all children and are compatible with and complement the eMINTS model. (5 points)

Writing Tips

- Describe other programs or initiatives in which the district is or has been involved.
- Indicate how long the school has been participating in the renewal program(s).
- Are the goals and activities of those programs compatible with the eMINTS program goals?
- Does the amount of renewal program activity appear reasonable and appropriate?

2. eMINTS Role in District/Building Technology and CSIP Plans

Required information

Describe how eMINTS will address and fulfill the goals of current technology and school improvement plans.

- Year 1 Applications: Describe previous efforts and/or goals to increase classroom infrastructure, in terms of computers and Internet connectivity. Describe current and/or planned professional development activities that help teachers integrate multi-media technology into inquiry-based, student-centered, interdisciplinary, and collaborative teaching practices.
- Established Applications and Year 2 Applications: Describe the impact of previous eMINTS Program implementation efforts on district and/or building technology and school improvement plans.

Evaluation Criteria

- The application describes how participation in the eMINTS program addresses the district and building comprehensive school improvement plans and technology plans. (5 points)
- The description discusses how the project expands or enhances technology infrastructure and instructional uses at the grade levels designated by the program. (5 points)

Writing Tips

The narrative should:

- indicate coherence, consistency, and agreement between the eMINTS program and the stated goals of the district and building technology plan and comprehensive school improvement plans
- demonstrate how the technology plans include specific provisions for professional development of teachers that parallels eMINTS professional development goals and practices
- identify the comprehensive school improvement plan references to instructional models that are compatible with the eMINTS model

- identify provisions made to address differences between the technology plan, comprehensive school improvement plan, and the eMINTS program goals
- outline other programs or initiatives in the building/district and their goals, activities, and compatibility with the eMINTS program goals

3. eMINTS Program Support and Expansion Plans

Required information

Describe and detail financial resources, technology resources, and professional development support the district will use to initiate and sustain the eMINTS instructional model during and after the grant period.

- Year 1 Applications: Describe district plans for and capacity to expand the eMINTS Program to additional classrooms in future years.
- Established Applications and Year 2 Applications: Include previous efforts to expand the eMINTS Program into other classrooms in the building and/or other buildings in the district.

Evaluation Criteria

The application describes district and building support of the eMINTS program and commitment to expand the program to additional classrooms beyond the grant period. (5 points)

Writing Tips

The narrative should:

- show district and building vision for how the eMINTS program will be expanded in the coming years
- identify plans for adding eMINTS classrooms at other grade levels or in other school buildings
- discuss ways district leaders are thinking ahead and planning for ways to move the eMINTS instructional model into other grade levels and/or to other school buildings
- identify specific ways that technology and inquiry-based teaching will be promoted in the school building and/or district
- identify specific financial resources that will be used to maintain/expand the program after the grant period

4. Educational Need for eMINTS Program

Required information

Describe why the project is needed, and how it addresses documented instructional and student performance needs.

- Year 1 Applications: Describe current levels of achievement and student performance in the grade levels in which the eMINTS Program will be implemented. What are the perceived strengths and weaknesses and how will the eMINTS Program address perceived needs?
- Established District Applications and Year 2 Applications: Describe the impact of the eMINTS Program (Year 1 and all other previous experiences) on teaching and learning in the building (and district, if applicable) -- instructional strategies, teacher and student technological skills, and student achievement.

Evaluation Criteria

- District and building educational need is fully described and documented with student data. (5 points)
- District and building professional development need is fully described and documented with teacher needs assessment data. (5 points)

- The application clearly describes the expectations for how the eMINTS instructional model will result in meaningful and lasting instructional change and improved student performance. (5 points)

Writing Tips

The narrative should:

- show clear understanding of the needs of students and teachers in the proposed eMINTS building or district
- collect and analyze test data or other quantitative data documenting the academic needs of students (what does the data show?)
- discuss results of a teacher needs assessment data regarding technology, teaching styles interests, etc. (what is the source of the documentation? what does the data show?)
- include qualitative data to support other needs of students in the proposed eMINTS building or district (e.g. attendance, discipline, diverse learning styles)

5. Commitment of Project Implementers

Required information

Indicate level of commitment on the part of key program implementers.

- Year 1 Applications: Provide letters of support from the superintendent, eMINTS project contact, district technology coordinator, building principal, building technology contact, if applicable, and prospective eMINTS teachers.
- Established District Applicants: Letters should note past eMINTS Program implementation and its impact in the building/district and on the prospective applicants' interest in participating in the Program.
- Year 2 Applications: The project contact and/or building principal should address the following questions.
 1. With regards to Year 1 program implementation, what has been the greatest benefit of the program to-date, what has been the greatest challenge of the program, and how did the district respond to the challenge?
 2. With regards to Year 2, what are the building plans for Year 2 funding, how will the grant be used to expand the program into additional classrooms or to provide in-district professional development, and what are the building and/or district plans and timeline for expanding the eMINTS Program to additional classrooms after the end of the grant period?

Evaluation Criteria

- Letters of support from district administrators (superintendent, project contact, building principal, technology coordinators) demonstrate understanding and commitment to the program. (5 points)
- Letters of support from prospective/designated teachers demonstrate understanding and willingness to make necessary changes in teaching styles to implement the program's instructional model. (5 points)

Writing Tips

- Letters from all participants should indicate a desire to make a lasting change in the building/district, and an in-depth understanding of the eMINTS instructional model and a commitment to the extensive professional development portion of the program
- Letters from administrators and instructional leaders should indicate a need for instructional change and express a desire to provide the leadership necessary for that change
- Letters from instructional teachers and technology staff should indicate the flexibility and openness needed to support program implementation

6. Budget Explanation

Required information

Itemize and describe all necessary budget expenditures. (Round amounts to nearest whole dollar.) Address the professional development requirement.

Evaluation Criteria

Expenditures for the year are sufficiently detailed, relate directly to the program, are reasonable, and meet the 25 percent professional development requirement. (5 points)

Writing Tips – Budget Explanation Example

The budget explanation should list all necessary expenditures and revenue sources, and meet the 25 percent professional development requirement. Detail costs based on student numbers and technology needs specific to your situation. Use the following format to describe the budget expenditures for the first funding year. Round all numbers to the nearest dollar. Use these figures to complete the application's Budget Grid.

The budget explanation example provided in the packet of application forms details a comprehensive listing of required items. Note that all districts may not require all items. Items not needed should be deleted or crossed out. Budget items that may be included in the 25 percent professional development requirement are marked with an asterisk.

Allowable Costs By Expense Code

Visit the eMINTS web site at <http://emints.org/equipment/index.shtml> for details regarding the necessary resources for eMINTS program implementation.

Salaries (6100) – Must be obligated by May 1

Title II.D competitive grants are intended to cover stipends and substitute pay for teachers participating in the eMINTS professional development and may be used to support additional teachers and professional development activities (if accepted to the program and as grant funds allow). Salaries related to staff receiving technology professional development may be included in the 25 percent requirement for professional development. The following are examples of allowable Salaries expenditures:

- substitute teachers, hired at district-established rates, to replace designated teachers attending full day eMINTS professional development
- out-of-contract time (stipends), at district-established rates, for designated teachers to attend evening professional development (Year 1 and/or Year 2)
- stipends for time beyond normal contracted time to participate in professional development
- stipends for time beyond normal contracted time for others (describe and justify) to participate in selected eMINTS professional development sessions
- stipends for time beyond normal contracted time for education technology specialists to provide professional development and/or technical support for eMINTS teachers and classroom technologies

Benefits (6200) – Must be obligated by May 1

Benefits for staff receiving professional development may be included in the 25 percent requirement for professional development. Benefits must be paid to any staff or substitute receiving a salary or stipend from the project. Includes FICA, PSRS, or other retirement as appropriate.

Purchased Services (6300) – Must be obligated by May 1

Purchased Services result when work for a district or building is done by an individual not on the district's payroll or a service is purchased from a source outside the district. Expenditures for technology professional development, travel expenses, and conferences may be included in the 25 percent requirement for professional development. The following are examples of allowable Purchased Services expenditures:

- professional development purchased from the eMINTS Center:
 - \$2,500 set-up fee for each of the first two teachers,
 - \$5,000 professional development fee for each of the first two teachers
 - \$2,500 professional development fee for additional teachers (if slots available)
- travel, meals, and lodging expenses for district personnel associated with eMINTS to attend professional development meetings
- installation of hardware/software performed by an individual not employed by the school district
- T-1 connection to the eMINTS building (a reliable 1-2 mbps connection)
- upgrade of electrical service in the two classrooms to support the computers, interactive whiteboard, and projector
- dial-up connectivity (at least 20 hours per month) for each teacher
- networking (bandwidth, switches, and cabling for teacher workstation, networked printer and student computers)
- installation of air conditioning in the two classrooms
- telephone with full outside access in eMINTS classrooms

Materials and Supplies (6400) – Must be obligated by March 31

Items that are consumed in use, have a reasonably short life, are more feasibly replaced than repaired, or cost \$999 or less per unit, and all software, regardless of price, are considered Materials and Supplies. Materials and Supplies used exclusively and specifically in teacher professional development may be included in the 25 percent requirement for professional development. The following are examples of allowable Materials and Supplies expenditures:

- approved computer and networking software (regardless of unit cost)
- storage drives
- networking and wiring supplies
- printers and printing supplies
- computer furniture (chairs, carts, and tables for teacher and student use)
- filtering software (if needed to meet CIPA requirements)
- Microsoft Office Suite Pro (one per teacher workstation and laptop)
- Microsoft Office Suite Standard (one per student computer)
- Microsoft Office Publisher (one per teacher workstation and laptop)
- Dreamweaver software (one per teacher workstation and laptop)
- Inspiration software (one per teacher workstation, teacher laptop, and student computer)
- scanner
- digital camera (one per teacher)

Capital Outlay (6500) – Must be obligated by March 31

Items that are electrical/mechanical in nature, have a useful life of at least one year or cost \$1000 or more per unit are considered Capital Outlay. The deciding factor is the unit cost. The following are examples of allowable Capital Outlay expenditures:

- teacher computer workstation
- student computers (thin client or wireless units are acceptable)
- laptops (for teachers)
- networking hardware

- electronic storage devices
- interactive whiteboard (permanent installation in classroom)
- projector (permanent installation in classroom)

Unallowable Costs

Grant funds may not:

- construct, remodel, or prepare the site except for air conditioning and/or to prepare wiring or electrical service to support eMINTS requirements
- pay administrative or indirect costs
- pay fees for college credit
- supplant existing positions or programs

Completing the Budget Grid

Transfer amounts from the budget explanation table to the Budget Grid (provided). Apply amounts by expense code and Missouri School Improvement Program (MSIP) standard. Round amounts to the nearest dollar.

Assurances And Submission Process

To submit grant applications, the authorized representative must agree to program assurances. The submission of the grant assures the Department that the board-authorized representative fully understands the assurances and the responsibility for compliance placed upon the applicant by the assurances. The applicant will refund directly to the Department the amount of any funds made available to the applicant, which may be determined, by the Department or an auditor representing the Department, to have been misspent or otherwise misapplied.

The original signature of the Board Authorized Representative on the application indicates agreement to the assurances if the submission process for that program is via paper, or the selection of the Assurances button if the submission process for the program is electronic. After agreeing to the assurances, the authorized representative may submit the grant.

Application Forms

Attach application components in the following order. Submit one original and two (2) copies.

eMINTS Grant Application Cover (Form provided)

- Assurances and Signatures (Form provided)
- Teacher Contact Information (Form provided)
- Building Participation in School-wide Renewal Programs
- eMINTS Role in District/Building Technology and CSIP Plans
- eMINTS Program Support and Expansion Plans
- Educational Need for eMINTS Program
- Commitment of Project Implementers
- Proposed eMINTS Budget Explanation (Form provided)
- Proposed Budget Grid (Form provided)



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
INSTRUCTIONAL TECHNOLOGY
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480

APPLICATION FOR TITLE II.D eMINTS PROGRAM

DUE MARCH 31

For Department Use

DATE PROJECT APPROVED	AMOUNT APPROVED	SIGNATURE
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District Information

NAME OF SCHOOL DISTRICT	COUNTY-DISTRICT CODE	eMINTS CLUSTER
CONTACT PERSON	WORK PHONE	PAGER / CELL NUMBER
EMAIL ADDRESS	SUMMER PHONE	FAX NUMBER
AUTHORIZED REPRESENTATIVE / TITLE	WORK PHONE	PAGER / CELL NUMBER
EMAIL ADDRESS	SUMMER PHONE	FAX NUMBER

Project Information

TYPE OF GRANT (CHECK GRANT TYPE AND ENTER NUMBER OF TEACHERS INCLUDED IN GRANT, BY YEAR OF PROFESSIONAL DEVELOPMENT)

- ☐ **New District**
- ☐ Year 1 Application - Number of Teachers: ____ Year 1 Professional Development
- ☐ Year 2 Application - Number of Teachers: ____ Year 1 Professional Development ____ Year 2 Professional Development
- ☐ **Established District**
- ☐ Year 1 Application - Number of Teachers: ____ Year 1 Professional Development ____ Year 2 Professional Development (if applicable)
- ☐ Year 2 Application - Number of Teachers: ____ Year 1 Professional Development ____ Year 2 Professional Development

School Building Information

NAME OF SCHOOL BUILDING	PHONE NUMBER
ADDRESS	FAX NUMBER
BUILDING PRINCIPAL	WORK PHONE
EMAIL ADDRESS	SUMMER PHONE
BUILDING/DISTRICT TECHNICAL CONTACT	WORK PHONE
EMAIL ADDRESS	SUMMER PHONE

Application Components

(Attach application components in the following order. Submit one original and two (2) copies to the address at the top of this page.)

- ☐ eMINTS Grant Application Cover (Form provided)
- ☐ Assurances and Signatures (Form provided)
- ☐ Teacher Contact Information (Form provided)
- ☐ Building Participation in School-wide Renewal Programs
- ☐ eMINTS Role in District/Building Technology and CSIP Plans
- ☐ eMINTS Program Support and Expansion Plans
- ☐ Educational Need for eMINTS Program
- ☐ Commitment of Project Implementers
- ☐ Proposed eMINTS Budget Explanation (Form provided)
- ☐ Proposed Budget Grid (Form provided)

MO 500-1882 (Rev 7-04)

Participant Project Assurances

For the eMINTS Program to succeed, participating schools must make significant contributions and commitment for **two years**. The district and participating school hereby assure DESE that they will:

- Assign one administrator as district contact person to facilitate the participation of the teachers in the Program.
- Prepare classrooms with electricity, air conditioning, network cabling, T1 Internet access (minimum 1-2 mbps), classroom furniture where needed, telephone access, and equipment meeting the specifications established by the eMINTS Program: teacher laptop; teacher computer workstation including scanner, digital camera and printer; interactive whiteboard and projector; and one student workstation for every two students in the classroom.
- Agree to maintain the two students per student workstation ratio throughout the grant period.
- Agree to utilize the equipment installation calendar that the eMINTS Program prescribes. This is crucial as the professional development program assumes that these target dates have been met. If target dates are not met (equipment installed before or after target dates), the professional development sessions will not be effective.
- Fulfill all Program professional development, implementation, and evaluation activities and requirements (including providing student data as requested by OSEDA).
- Provide participating teachers with the resources (stipend for out-of-contract time, mileage, lodging, and substitutes) necessary for successful participation in the Program:
 - 100 hours of program professional development sessions outside the regular school day plus four days of release time for Year 1, and 75 hours of program professional development sessions outside the regular school day plus two days of release time for Year 2.
- Agree to complete teacher and technical contact quarterly reports on program implementation as required by the Department.
- Establish district-supported classrooms (if slots available) that meet the same specifications established by the eMINTS Program:
 - The same equipment and installation schedule prescribed by the eMINTS Program must be followed for all additional classrooms.
 - The same resources (stipends for out-of-contract time, mileage, lodging, and substitutes) necessary for successful participation in the program must be provided by the district to additional eMINTS teachers.
 - Participant costs will be assessed for additional teachers participating in the eMINTS professional development.
- Agree to use professional development provided by the Program in accordance with the intent of the eMINTS Program and its provisions.
- Commit to continual enhancement of teacher professional development in the effective use of technology in the classroom.
- Abide by the DESE eMINTS Program guidelines.
- Allow classroom visits by college of education faculty, preservice teachers, and other appropriate Missouri educators.
- Comply with project assurances as detailed in the frequently asked questions (FAQ) section.

- School districts will be invoiced by MOREnet at the beginning of each school year for the costs of professional development for teachers included on this application. Payment must be received in full upon receipt of invoice each school year.
- Quarterly reports of teacher attendance will be provided to the school district.
- Participating teachers will be provided with access to eThemes and may request searches at the eThemes site.
- Participating teachers will be provided access to the eMINTS cluster discussion list and the general eMINTS discussion list.
- Participants will be provided with meals and required materials for the professional development program.
- Participants will be provided with one email address per person and server space for a classroom website upon completion of required documentation.
- In the event that terms and conditions in this application are in conflict with the terms and conditions of the DESE eMINTS Program, the terms and conditions of this application will govern.

Signatures (Signatures are binding to their respective sections of participation in the eMINTS Project)

AUTHORIZED REPRESENTATIVE (SIGNATURE OF & DATE)	BUILDING PRINCIPAL (SIGNATURE OF & DATE)
eMINTS PROJECT CONTACT PERSON (SIGNATURE OF & DATE)	TECHNICAL CONTACT PERSON (SIGNATURE OF & DATE)
YEAR 1 - TEACHER #1 (SIGNATURE OF & DATE)	YEAR 2 - TEACHER #1 (SIGNATURE OF & DATE)
YEAR 1 - TEACHER #2 (SIGNATURE OF & DATE)	YEAR 2 - TEACHER #2 (SIGNATURE OF & DATE)
YEAR 1 - TEACHER #3 (SIGNATURE OF & DATE)	YEAR 2 - TEACHER #3 (SIGNATURE OF & DATE)
YEAR 1 - TEACHER #4 (SIGNATURE OF & DATE)	YEAR 2 - TEACHER #4 (SIGNATURE OF & DATE)

Participant Information

List and enter details for the teachers and/or the education technology specialist(s) applying for eMINTS professional development. Note that the maximum number of teachers per district that can apply for Year 1 professional development in any one year is four (4),

Year 1 Teacher(s)		Year 2 Teacher(s)	
TEACHER #1		TEACHER #1	
EMAIL ADDRESS	GRADE LEVEL	EMAIL ADDRESS	GRADE LEVEL
WORK PHONE	ESTIMATED ENROLLMENT (CLASS SIZE)	WORK PHONE	ESTIMATED ENROLLMENT (CLASS SIZE)
SUMMER PHONE	FAX NUMBER	SUMMER PHONE	FAX NUMBER
TEACHER #2		TEACHER #2	
EMAIL ADDRESS	GRADE LEVEL	EMAIL ADDRESS	GRADE LEVEL
WORK PHONE	ESTIMATED ENROLLMENT (CLASS SIZE)	WORK PHONE	ESTIMATED ENROLLMENT (CLASS SIZE)
SUMMER PHONE	FAX NUMBER	SUMMER PHONE	FAX NUMBER
TEACHER #3		TEACHER #3	
EMAIL ADDRESS	GRADE LEVEL	EMAIL ADDRESS	GRADE LEVEL
WORK PHONE	ESTIMATED ENROLLMENT (CLASS SIZE)	WORK PHONE	ESTIMATED ENROLLMENT (CLASS SIZE)
SUMMER PHONE	FAX NUMBER	SUMMER PHONE	FAX NUMBER
TEACHER #4		TEACHER #4	
ESTIMATED ENROLLMENT (CLASS SIZE)	GRADE LEVEL	ESTIMATED ENROLLMENT (CLASS SIZE)	GRADE LEVEL
GRADE LEVEL	ESTIMATED ENROLLMENT (CLASS SIZE)	GRADE LEVEL	ESTIMATED ENROLLMENT (CLASS SIZE)
ROOM NUMBER	FAX NUMBER	ROOM NUMBER	FAX NUMBER
Education Technology Specialist(s)			
PD4ETS APPLICANT #1		PD4ETS APPLICANT #2	
POSITION TITLE		POSITION TITLE	
EMAIL ADDRESS	PAGER/CELL PHONE	EMAIL ADDRESS	PAGER/CELL PHONE
WORK PHONE	FAX NUMBER	WORK PHONE	FAX NUMBER

Building Participation In School-Wide Renewal Programs

Check the school-wide renewal programs in which the proposed eMINTS school participates and enter date of program implementation.

Accelerated Schools	<input type="checkbox"/> Yes <input type="checkbox"/> No Date Of Implementation:
Missouri Elementary Science Connection	<input type="checkbox"/> Yes <input type="checkbox"/> No Date Of Implementation:
Missouri Math Initiative	<input type="checkbox"/> Yes <input type="checkbox"/> No Date Of Implementation:
Missouri Reading Initiative	<input type="checkbox"/> Yes <input type="checkbox"/> No Date Of Implementation:
Project Construct	<input type="checkbox"/> Yes <input type="checkbox"/> No Date Of Implementation:
Show-Me Science Academy	<input type="checkbox"/> Yes <input type="checkbox"/> No Date Of Implementation:
Technology Leadership Academy	<input type="checkbox"/> Yes <input type="checkbox"/> No Date Of Implementation:
Title I School-Wide Project	<input type="checkbox"/> Yes <input type="checkbox"/> No Date Of Implementation:
Other – List Name	<input type="checkbox"/> Yes <input type="checkbox"/> No Date Of Implementation:
Other – List Name	<input type="checkbox"/> Yes <input type="checkbox"/> No Date Of Implementation:
Other – List Name	<input type="checkbox"/> Yes <input type="checkbox"/> No Date Of Implementation:

Describe the renewal programs in which the school building has been involved and to what degree.

Year 1 Applications: Indicate length of time the building has been implementing each program, as well as their major activities, noted outcomes, and compatibility with the eMINTS instructional model.

Established applications: Describe how eMINTS implementation efforts have been aligned with other school-wide programs in effect in the building since participation in the eMINTS Program was begun.

Year 2 applications: Provide update of current school-wide programs and description of any new program implemented during the year.

Application For Title II.D eMINTS Program – Remaining Narrative

The narrative sections of the application should be developed on a word processor. Follow the approved format as detailed in the Instructional Technology Grant Programs Consolidated Manual and posted on the Instructional Technology website.

eMINTS Role in District/Building Technology and CSIP Plans

Describe how eMINTS will address and fulfill the goals of current technology and school improvement plans.

Year 1 Applications: Describe previous efforts and/or goals to increase classroom infrastructure, in terms of computers and Internet connectivity.

Describe current and/or planned professional development activities that help teachers integrate multi-media technology into inquiry-based, student-centered, interdisciplinary, and collaborative teaching practices.

Established Applications and Year 2 Applications: Describe the impact of previous eMINTS Program implementation efforts on district and/or building technology and school improvement plans.

eMINTS Program Support and Expansion Plans

Describe and detail financial resources, technology resources, and professional development support the district will use to initiate and sustain the eMINTS instructional model during and after the grant period.

Year 1 Applications: Describe district plans for and capacity to expand the eMINTS Program to additional classrooms in future years.

Established Applications and Year 2 Applications: Include previous efforts to expand the eMINTS Program into other classrooms in the building and/or other buildings in the district.

Educational Need for eMINTS Program

Describe why the project is needed, and how it addresses documented instructional and student performance needs.

Year 1 Applications: Describe current levels of achievement and student performance in the grade levels in which the eMINTS Program will be implemented. What are the perceived strengths and weaknesses and how will the eMINTS Program address perceived needs.

Established District Applicants and Year 2 Applications: Describe the impact of the eMINTS Program (Year 1 and all other previous experiences) on teaching and learning in the building (and district, if applicable) -- instructional strategies, teacher and student technological skills, and student achievement.

Commitment of Project Implementers

Provide letters from staff to be involved in the eMINTS Program that describes their level of understanding about the Program and their plans for implementing the Program.

Year 1 Applications: Provide letters of support from the superintendent, eMINTS project contact, district technology coordinator, building principal, building technology contact, if applicable, and prospective eMINTS teachers.

Established District Applicants: Letters should note past eMINTS Program implementation and its impact in the building/district and on the prospective applicants' interest in participating in the Program.

Year 2 Applications: The project contact and/or building principal should address the following questions. With regards to Year 1 Program implementation, what has been the greatest benefit of the Program to-date, what has been the greatest challenge of the Program, and how did the district respond to the challenge? With regards to Year 2, what are the building plans for Year 2 funding, how will the grant be used to expand the Program into additional classrooms or to provide in-district professional development, and what are the building and/or district plans and timeline for expanding the eMINTS Program to additional classrooms after the end of the grant period?

Proposed eMINTS Budget Explanation

Detail proposed expenses necessary for the coming year. Note that not all items will be required of all applicants. Items not needed should be deleted or crossed out. Round amounts to whole dollars. Budget items that may be included in the 25 percent professional development requirement are marked with an asterisk.

	State/Grant Request	District Funds (Not required)	Total
6100 Salaries			
*Teacher stipends – Year 1 (teachers x 100 hours @ \$ /hour)			
*Teacher stipends – Year 2, if applicable (teachers x 75 hours @ \$ /hour)			
*Teacher subs for Year 1 teachers (teachers x days @ \$ /day)			
*Teacher subs for Year 2 teachers, if applicable (teachers x days @ \$ /day)			
*Other stipends ([who] x [hours/days] @ \$)			
Salaries Total			
6200 Benefits			
*Benefits for teachers in training (Dollar amount of training x benefit rate, around 12%)			
Benefits Total			
6300 Purchased Services			
*eMINTS set-up fee for New districts, Year 1 teachers (teachers @ \$2,500)			
*eMINTS training fee for New districts, Year 2 teachers (teachers @ \$5,000)			
*eMINTS training fee for Established districts (teachers @ \$2,500)			
*Travel expenses for Year 1 teachers (teachers @ \$)			
*Travel expenses for Year 2 teachers (teachers @ \$)			
*Dial-up service for teachers in training (teachers x 12 mos. @ per mo.)			
Other (describe)			
Other (describe)			
Purchased Services Total			
6400 Materials and Supplies			
Switches (@ \$)			
Cat 5 cables (@ \$)			
Student desks (@ \$)			
Student chairs (@ \$)			
Teacher furniture (@ \$)			
MS Office Suite Pro software – teacher computers (@ \$)			
MS Publisher software – teacher computers (@ \$)			
Dreamweaver software – teacher computers (@ \$)			
Inspiration software – teacher and student computers (@ \$)			
MS Office Suite Standard software – student computers (@ \$)			
Filtering software – teacher workstations and student computers (@ \$)			
Other (describe)			
Other (describe)			
Materials And Supplies Total			
6500 Capital Outlay			
*Teacher laptops for Year 1 teacher training (@ \$)			
*Teacher laptops for PD4ETS applicant, if applicable (@ \$)			
Teacher computer workstations (@ \$)			
Scanners (@ \$)			
Printers (@ \$)			
Digital cameras (@ \$)			
Student computers for Year 1 rooms (@ \$)			
Student computers for Year 2 rooms – to meet 2:1 ratio (@ \$)			
Interactive whiteboards and projectors (@ \$)			
Routers and CSUs (@ \$)			
Room renovations (itemize)			
Other (describe)			
Other (describe)			
Capital Outlay Total			
Project Total			
* Professional Development Amount			\$
* Professional Development Percent			%



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
INSTRUCTIONAL TECHNOLOGY
 P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480

BUDGET GRID FOR TITLE II.D eMINTS PROGRAM

DUE MARCH 31

For Department Use							
DATE PROJECT APPROVED		AMOUNT APPROVED			SIGNATURE		
Project Information (To Be Completed By The Applicant)							
NAME OF SCHOOL DISTRICT					COUNTY-DISTRICT CODE		CLUSTER
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> New District <input type="checkbox"/> Year 1 Application <input type="checkbox"/> Year 2 Application </div> <div style="width: 45%;"> Established District <input type="checkbox"/> Year 1 Application <input type="checkbox"/> Year 2 Application </div> </div>							
CONTACT PERSON					WORK PHONE NUMBER		
EMAIL ADDRESS					FAX NUMBER		
Proposed Budget (To Be Completed By The Applicant)							
	A	B	C	D	E	F	TOTAL
	6100 Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	District Funds (No match is required)	(A+B+C+D+E+F)
Curriculum							
Instruction							
Differentiated Instruction							
Instructional Climate							
Library Media							
Guidance & Counseling							
Professional Development **							
Governance & Administration							
Facilities & Safety							
Support Services							
District Funds (No match is required)							
TOTALS							PROJECT TOTAL
							\$

** 25% Must Be Spent on Technology Professional Development

** Professional Development (Amount must equal or exceed 25% of Project Total)	\$
	%

APPLICATION REVIEW AND SELECTION PROCESS

Review and Approval Process

Year 1 grant applications (New and Established districts) are funded based on their scores, the geographical availability of professional development slots, and the amount of money requested by the grants and allocated to the program.

Year 2 grant applications for continued support of Year 1 participants are not competitive. Year 2 applicants wanting to add new teachers and/or train an education technology specialist must submit a separate application (for professional development only) to the eMINTS Center. Decisions regarding the additional requests made in Year 2 are based on application scores and the geographical availability of professional development slots.

- All eMINTS applications (Title II.D grant applications and professional development applications) are reviewed in April. Competitive grant applications are evaluated based on the merit of the application (50 points) and based on district or building economic need (30 points) and technology need data (20 points). A total of 100 points is possible. [Note that Professional development applications are evaluated based on the merit of the application -- see eMINTS FAQ for professional development applications.]
- A panel of five readers reviews each application and scores the application using designated criteria. The high and low scores are eliminated and the remaining three scores are averaged. [Missouri educators interested in being a reader may contact instrtech@dese.mo.gov]
- Following the reader review process of Title II.D grants, Department staff assigns high-need points.
- Grant applications are rank ordered by total score and approved based on the professional development slots available, geographic location, and funding level.
- In late April-early May, Department staff notify districts of their Title II.D grant approval status. Applications noted as “tentatively approve” receive final approval upon successful negotiation of the grant. The negotiation process, which involves building, Department and eMINTS staff, examines budget details and planned activities to make sure that all necessary components are covered. The final approved grant amount is determined during the negotiation.

Review Criteria

Title II.D competitive grants are evaluated using the following criteria. Readers evaluate first-year grant applications; program staffs review the Year 2 applications. Each criterion is worth up to five points. The maximum total score possible is 50 points. [Refer to the eMINTS Center’s Professional Development application FAQ regarding criteria used to evaluate professional development only applications – that are submitted to the eMINTS Center.]

In addition, first-year competitive Title II.D applications are granted points on district and building needs: up 30 points for economic need and 20 points for technology and/or education need. The Department assigns the points based on the following criteria:

1. The district serves a high number or percentage of children living in poverty.
2. The school building has been identified for improvement or corrective action under ESEA or MSIP and/or has a substantial need for assistance in acquiring and using technology.

Narrative Evaluation Criteria

New District – Year 1 Grant 100 points possible

APPLICATION SCORING – 50 points possible, scores assigned by readers

Building Participation in School-Wide Renewal Programs

1. The school building has participated in school-wide programs that promote academic achievement for all children and are compatible with and complement the eMINTS model. (5 points)

eMINTS role in District/Building Technology and CSIP Plans

2. The application describes how participation in the eMINTS Program addresses district and building comprehensive school improvement plans and technology plans. (5 points)
3. The description discusses how the project expands or enhances current technology infrastructure and instructional uses at the grade levels designated by the Program. (5 points)

Plans for eMINTS Support and Expansion

4. The application describes district and building support of the eMINTS Program and commitment to expand the program to additional classrooms beyond the grant period. (5 points)

Educational Need for eMINTS

5. District and building educational need is fully described and documented with supporting student data. (5 points)
6. District and building professional development need is fully described and documented with teacher needs assessment data. (5 points)
7. The application clearly describes the expectations for how the eMINTS instructional model will result in meaningful and lasting instructional change and improved student performance. (5 points)

Commitment of Project Implementers

8. Letters of support from district administrators (superintendent, project contact, building principal, technology coordinators) demonstrate understanding and commitment to the Program. (5 points)
9. Letters of support from the prospective/designated teachers demonstrate understanding of and willingness to make necessary changes in teaching styles to implement the Program's instructional model. (5 points)

Budget Explanation

10. First-year expenditures are sufficiently detailed and relate directly to the Program, are reasonable, and meet the 25 percent professional development requirement. (5 points)

HIGH-NEED SCORES – 50 points possible, assigned by Department staff

Economic Need

11. The district serves a high number or percentage of children living in poverty. (30 points)

Title 1, MSIP, or Technology Need

12. The school building has been identified for improvement or corrective action under ESEA or MSIP and/or has a substantial need for assistance in acquiring and using technology. (20 points)

New District – Year 2 Grant (50 points possible)

APPLICATION SCORING – non-competitive grant application, reviewed by Department staff
Building Participation in School-Wide Renewal Programs

1. The application provides an update of current school-wide programs that promote academic achievement and complement the eMINTS model – and description of any new program implemented during the year. (5 points)

eMINTS role in District/Building Technology and CSIP Plans

2. The application describes how participation in the eMINTS Program addresses current district and building comprehensive school improvement plans and technology plans. (5 points)
3. The description describes the impact of previous eMINTS Program implementation efforts on district and/or building technology and school improvement plans. (5 points)

Plans for eMINTS Support and Expansion

4. The application describes Year 1 and Year 2 efforts to expand the eMINTS instructional model into other classrooms in the building and/or other buildings in the district – and details plans to sustain and expand the eMINTS model after the New-Year 2 grant period concludes. (5 points)

Educational Need for eMINTS

5. The application describes the impact of Year 1 of the eMINTS Program on teaching and learning in the building (and district, if applicable), specifically addressing instructional strategies, teacher and student technological skills, and student achievement. (15 points)

Commitment of Project Implementers

6. The application describes the greatest benefits of the Program to-date, the greatest challenges of the Program, and how the district responded to the benefits and challenges. (5 points)
7. The application describes the building's plans for Year 2 funding, how the grant will be used to expand the Program into additional classrooms or to provide in-district professional development, and the building's and/or district's plan and timeline for expanding the eMINTS Program to additional classrooms after the end of the grant period. (5 points)

Budget Explanation

8. Year 2 expenditures are sufficiently detailed and relate directly to the Program, are reasonable, and meet the 25 percent professional development requirement. (5 points)

Established District – Year 1 Grant (100 points possible)

APPLICATION SCORING – 50 points possible, scores assigned by readers
Building Participation in School-Wide Renewal Programs

1. The application describes how previous eMINTS implementation efforts have been aligned with other school-wide programs in effect in the building since participation in the eMINTS Program was begun. (5 points)

eMINTS role in District/Building Technology and CSIP Plans

2. The application describes how participation in the eMINTS Program addresses current district and building comprehensive school improvement plans and technology plans. (5 points)
3. The description describes the impact of previous eMINTS Program implementation efforts on district and/or building technology and school improvement plans. (5 points)

Plans for eMINTS Support and Expansion

4. The application describes previous efforts to expand the eMINTS instructional model into other classrooms in the building and/or other buildings in the district – and details financial resources, technology resources, and professional development support the district will use to sustain and expand the eMINTS model during and after the Established grant period concludes. (5 points)

Educational Need for eMINTS

5. District and building educational need is fully described and documented with supporting student data. (5 points)
6. District and building professional development need is fully described and documented with teacher needs assessment data. (5 points)
7. The application describes the impact of previous eMINTS Program implementation efforts on teaching and learning in the building and district, if applicable – specifically addressing instructional strategies, teacher and student technological skills, and student achievement. (5 points)

Commitment of Project Implementers

8. Letters of support from district administrators (superintendent, project contact, building principal, technology coordinators) note past eMINTS Program implementation and its impact in the building/district and describe commitment to the Program during and after the Established District grant period. (5 points)
9. Letters of support from the prospective/designated teachers note past eMINTS Program implementation and its impact in the building/district and describe teachers' willingness to make necessary changes in teaching styles to implement the Program's instructional model. (5 points)

Budget Explanation

10. First-year expenditures are sufficiently detailed and relate directly to the Program, are reasonable, and meet the 25 percent professional development requirement. (5 points)

HIGH-NEED SCORES – 50 points possible, assigned by Department staff

Economic Need

11. The district serves a high number or percentage of children living in poverty. (30 points)

Title 1, MSIP, or Technology Need

12. The school building has been identified for improvement or corrective action under ESEA or MSIP and/or has a substantial need for assistance in acquiring and using technology. (20 points)

High-Need Scoring Criteria

Economic Need

High economic need points are assigned by the Department using data from the US Census regarding Children Living in Poverty.

- Districts are rank ordered by numbers AND percentages of children living in poverty.
- Each ranking is divided in half. Only districts in one or both of the top halves are eligible to apply.
- Each ranking is divided into 30 equal-size groups, with the highest group receiving 30 points, next group 29 points, and so on.
- If a district is listed in one ranking, that score is assigned; if listed in both rankings, the higher score is assigned.

Economic Need Score Rankings

Number of Children Living in Poverty

Score Point	# Children Living in Poverty
30 points	> 1,500 students
29	900 - 14599
28	675 - 899
27	600 - 674
26	525 - 599
25	475 - 524
24	430 - 474
23	395 - 429
22	365 - 394
21	325 - 364
20	300 - 324
19	275 - 299
18	245 - 274
17	235 - 244
16	220 - 234
15	205 - 219
14	195 - 204
13	190 - 194
12	182 - 189
11	175 - 181
10	163 - 174
9	150 - 162
8	144 - 149
7	138 - 143
6	125 - 137
5	120 - 124
4	115 - 119
3	110 - 114
2	100 - 109
1	<100 students

Percent of Children Living In Poverty

Score Point	% Children Living in Poverty
30 points	>34.90 %
29	31.64 - 34.89
28	28.91 - 31.63
27	26.63 - 28.90
26	25.65 - 26.62
25	25.00 - 25.64
24	24.44 - 24.99
23	24.15 - 24.43
22	23.84 - 24.14
21	23.39 - 23.83
20	22.84 - 23.38
19	22.22 - 22.83
18	21.61 - 22.21
17	21.01 - 21.60
16	20.51 - 21.00
15	20.00 - 21.50
14	19.57 - 19.99
13	19.06 - 19.56
12	18.74 - 19.05
11	18.29 - 17.74
10	17.82 - 18.28
9	17.51 - 17.81
8	17.29 - 17.50
7	16.90 - 17.28
6	16.72 - 16.89
5	16.19 - 16.71
4	15.93 - 16.18
3	15.56 - 15.92
2	15.23 - 15.55
1	< 15.23 %

Technology Need

The Department using data from the Missouri Census of Technology assigns technology need points.

- Districts are rank ordered by:
 - Percent of technology literate 6th grade students in the district
 - Ratio of students per Internet-connected computer in the building
 - Percent of instructional rooms in the building with at least one Internet-connected computer
 - Percent of technology literate teachers in the building
 - Percent of teachers in the building who use technology for various instructional purposes (combination of uses, including research, lesson plan development, computer presentations, delivery of instruction, and student assessment)
- Each ranking is divided into ten equal-size groups, with the highest need group receiving 10 points, next group 9 points, and so on. A maximum total of 50 points is possible.
- The score is averaged (up to 10 points maximum) and added to academic need if appropriate. The average is doubled (20 points maximum) if there are no academic points to be assigned.

Technology Need Score Rankings

Score Point	Percent tech literate 6 th grade students	# Students per Internet computer	% Rooms with Internet computer	% Tech literate teachers	% Tech using teachers for instructional purposes
10	<50%	≥ 15	$\leq 5\%$	< 4%	$\leq 24\%$
9	50 - 65	8.00 - 14.99	6 - 9	5 - 9	25 - 34
8	66 - 70	7.00 - 7.99	10 - 19	10 - 19	35 - 39
7	71 - 75	6.00 - 6.99	20 - 29	20 - 24	40 - 49
6	76 - 80	5.25 - 5.99	30 - 49	25 - 29	50 - 54
5	81 - 85	4.75 - 5.24	50 - 69	30 - 38	55 - 59
4	86 - 90	4.00 - 4.74	70 - 89	40 - 49	60 - 69
3	91 - 95	3.50 - 3.99	90 - 94	50 - 59	70 - 79
2	96 - 99	3.00 - 3.49	95 - 99	60 - 79	80 - 89
1	100% students	< 3 students	100% rooms	$\geq 80\%$ teachers	$\geq 90\%$ teachers

Educational Need

Educational need points are assigned by the Department using Title I data regarding the need for corrective action and/or Missouri School Improvement Program (MSIP) Performance data resulting in “priority” designation by the State Board of Education.

- 10 points is added to the technology need average.

GRANT MANAGEMENT

Authorized Representative

For the purpose of all Instructional Technology Grant Programs, the authorized representative is a district employee, typically the superintendent or a central office administrator, approved by the board to sign fiscal assurances and submit grant applications. The authorized representative of the district must agree to all assurances prior to the submission of the application.

Revenue Code and Payment Schedule

The revenue code for Title II.D grants is 5466. Grant recipients receive 40 percent of the approved amount in September, 35 percent in October, and the balance in May or June, based on actual expenditures and upon approval of the Final Expenditure Report (FER).

Expenditures

Obligations for Salaries (6100), Benefits (6200), and Purchased Services (6300) are incurred when the services are formally agreed to or contracted, no later than May 1. These obligations may be accurately projected and paid through June 30. Obligations for Materials and Supplies (6400) and Capital Outlay (6500) are incurred when a purchase order is issued and must be incurred by March 31 and paid by June 30. Any funds not properly obligated must be refunded to the Department.

District Match

A district match is not required for the Title II.D eMINTS programs.

Allowable and Unallowable Costs

Each program has allowable and unallowable costs. Grant funds may not supplant programs and expenditures that are already a function of the district. Capital projects such as remodeling and/or indirect costs are unallowable. Consult specific program guidelines.

Inventory Control

Capital outlay costing \$1,000 or more per unit is subject to inventory management and control. Inventory must be current and available for review and audit. Adequate safeguards must be in effect to protect the property. Any loss, damage, or theft must be investigated and fully documented. The district is responsible for replacing or repairing the property. Adequate maintenance procedures must be implemented. A physical inventory of items must be taken and results reconciled with the inventory records at least once every two years. Project equipment and materials are vested in the district upon receipt and approval of the project final expenditure report (FER) and completion of the eMINTS professional development program(s).

The following information must be included on the inventory:

- date of inventory
- description of property, including manufacturer's model number
- manufacturer's serial number or other identification number
- identification of the funding source
- acquisition date
- place of purchase (company name)
- present location
- condition of the property
- unit cost
- all pertinent information on the ultimate transfer, replacement, or disposition of the equipment

Audits

Each district receiving a grant must keep records according to generally accepted accounting principles and provide any information necessary for fiscal and program auditing. All records and supporting documents must be retained in accordance with current state and federal laws and regulations. Districts must provide the Department, as part of its statutory independent audit or other independent audit, a report of the results of the audit performed in accordance with the Department's general policy on audits.

Amendments

Amendments to the approved budget are allowed. **No more than four amendments to the approved application are allowed per year.** Budget changes may be necessary because of price changes, product changes or unexpected opportunity. Amendments to the approved budget may be made in two ways.

- **Self-amendment:** An expenditure variation of 10 percent or less between two approved expense codes (6100-6500) is allowed without prior Department approval. Neither expense code item may be increased or decreased by more than 10 percent of the lesser of the two expense codes. The total state expenditures cannot exceed the total state approved budget. Expense codes with no allocated funds cannot be increased.
- **Amendment:** An expenditure variation in excess of 10 percent in any expense code (6100-6500) requires prior Department approval. An amendment is required to allocate money to expense codes that have no approved funds. Submit the amendment to the Department. Upon approval, the district may make the change(s).

There are two sections that **must** be completed. (Complete form provided) Submit completed amendment request forms to the Department via mail or fax for approval.

Budget Grid

- Enter data in the white cells (columns labeled 6100-6500).
- All figures should be rounded to the nearest dollar.
- Professional development expenditures must be documented in the row labeled Professional Development.

School Comments

- Describe the reason(s) for the amendment in the School Comments section.

Final Expenditure Report (FER)

The FER must be submitted before final payment is made to the district. The FER must be received in the department no later than May 15. Submit to the Department via mail or fax.

There are four sections that must be completed. (Complete form provided)

District information

Questions 1- 4 (program evaluation narrative)

Budget Grid

- Enter data in the white cells, for columns labeled 6100-6500. Round figures to nearest whole dollar amounts.
- Enter the actual [whole] dollar amount spent on professional development activities.
- Enter the percent of project funds expended for participation in professional development activities.

Funds expended and funds received

Required Refund

If the Department, based on its own findings or those of an independent auditor, determines that an applicant has misspent, misapplied, or otherwise used funds from a program in violation of any applicable regulation or statutory provision, the applicant must refund to the Department the amount determined to have been improperly expended. If the applicant does not refund the money within a reasonable time after requested to do so, the Department will withhold payments due the applicant under that program and may adjust payments due the applicant under other programs administered by the Department.

Copyright or Product Development Regulations

A district may obtain a copyright for any original work produced in the grant project; however, the Department and any district in the state have free copying rights. If materials are made available for sale, Missouri districts may be charged for only the cost of reproduction and delivery. Rights to such a copyright cannot be sold to a third party without written consent of the Department.